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SCHOOL AND COMMUNITY

OL XXV No. 4

APRIL, 1939

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Columbia, Mo.



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SCHOOL AND COMMUNITY

Official Organ of the Missouri State Teachers Association

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THOS. J. WALKER, Editor and Manager; INKS FRANKLIN, Associate Editor

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No. 4

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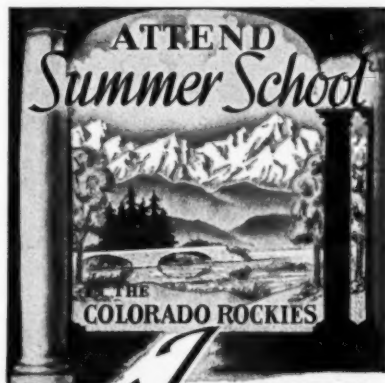
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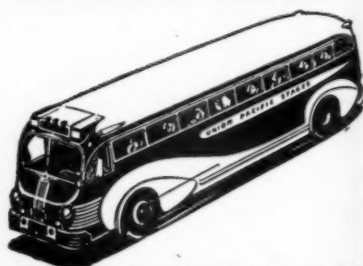


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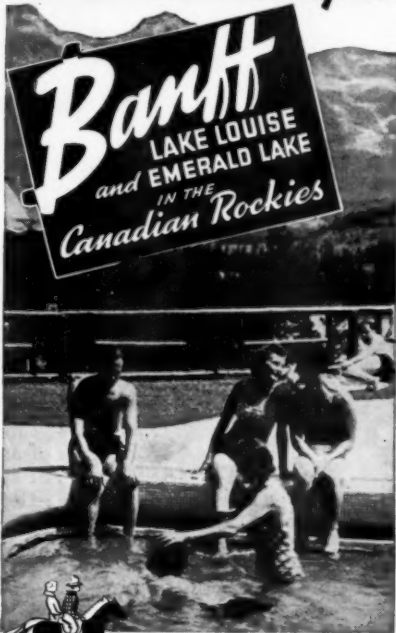
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SCHOOL AND COMMUNITY



Vol. XXV

No. 4

Thos. J. Walker,
Editor and Manager



April,
1939

Inks Franklin,
Associate Editor

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ELEPHANTS AT THE CIRCUS

by

John S. Curry



JOHN STUART CURRY was born in Kansas and studied art in the Kansas City Art Institute. He is at present one of the most talked of painters in America. Many of his subjects depict Kansas farm scenes, but he has also painted many pictures of the circus. He has followed the circus for days to get the true atmosphere and feeling of the "big tent."

The subject we illustrate this month not only portrays a typical circus scene, but the Artist's handling of the Elephants reveals his talent for conceiving and executing an exciting design of great vitality as well as balance.

Mr. Curry in addition to being attached to the faculty of the University of Wisconsin is a member of the advisory board of the Art Extension Press, publishers of the Artext color reproduction of "Elephants at the Circus". He has recently been commissioned to execute a great mural painting for the State Capitol at Topeka, Kansas, showing that the true talent is appreciated at home as well as abroad.

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Missouri State Teachers Association

THOS. J. WALKER, Secretary

Columbia, Missouri

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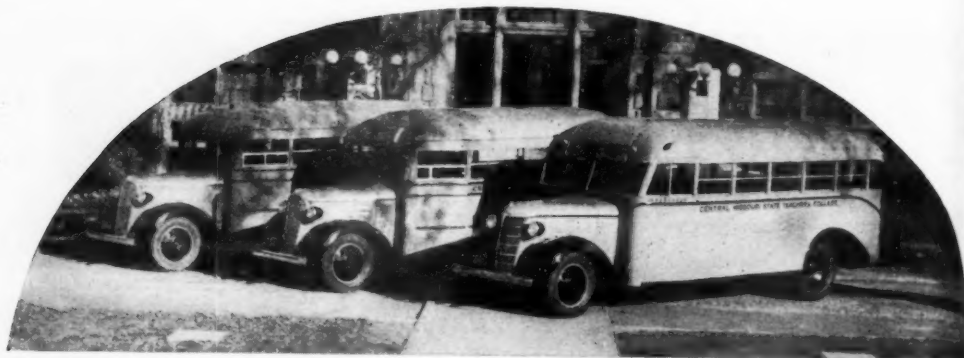
LURED by promises of roast beef and mutton instead of their native herring diet, Flemish weavers first migrated to England and started a great industry.

ALL EYES were on Cleveland this year when the A. A. of S. A. Convention was in session. Language teachers have long looked to the Cleveland Plan of Teaching Modern Languages as the great advance. Have you seen the **WINSTON Cleveland Plan** textbooks in Spanish and French?

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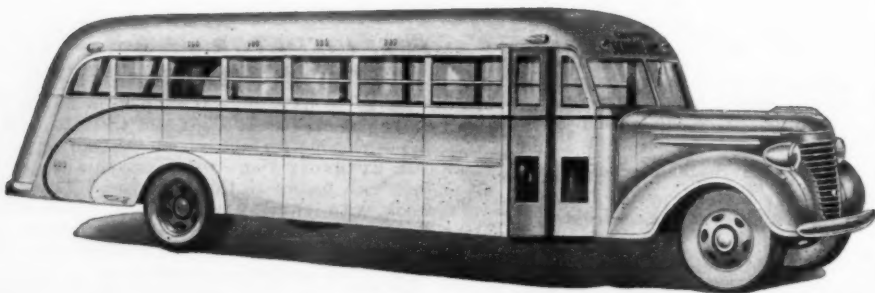
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EDITORIALS



Graduation - - Then What?

WE HEAR much nowadays of commiseration and concern for the youth and young men and women who "are all dressed up," educationally speaking, "and have no place to go." Literally thousands will be coming soon from our colleges and high schools who having finished their formal education will stand pleading for jobs where there are no jobs. Discouraging? Yes. Dangerous state of society? Perhaps, but it is not helped much by merely recognizing and talking about its discouraging and dangerous aspects.

Our social economic structure has shortened the span of productive life. The number of people required to fill our jobs has been decreased by technological developments. The lopping off of personnel has been largely, tho not wholly, confined to two age groups, the young who have not learned to do the job and the old who have slowed down.

Attempted solutions, CCC Camps and old age assistance, are inadequate and woefully so with reference to those whose lives are before them. Have we as educators put as much emphasis on three realities as we should?

First, while jobs are scarce, work is abundant. A stroll through any section of the country, rural or urban,

with open eyes, reveal unlimited work that needs doing. Who has the time, the skill, and the ingenuity to see that it is done? Not the old who have been brought up on the idea that if they work someone must tell them what to do. Not the job holders of the present who for the most part have the same lack of ingenuity as their elders and who, having jobs, lack incentive. There's ample work to be done, but it must be seen by those with initiative enough to find ways of doing it. Making jobs seems to be a lost art, and dependence on a boss is too much taken for granted even by educators.

Second, everyone now working will sooner or later step aside for these chaps who feel that the world has no place for them. Nature has provided that all of tomorrow's work must be done by those who will be living tomorrow. Youth should know that it waits for a sure thing. Schools should teach them to possess themselves in patience and be ready.

Third, nothing which has been done has been done as well as it can be done. From the presidency on down, we have botched our job. There's nothing from autos to xylophones or from aeronautics to politics but needs improving and refining, and this job belongs to the young.

There is no need for despair. There is much need for adequate preparation and reasonable patience.

Professional Advancement

DURING the months of April and May many of those engaged in the teaching profession will sign contracts to remain in their present positions or they will be seeking positions elsewhere that may possibly mean professional advancement. In Missouri last year there was an average turn over in teaching positions of over seventeen per cent in the high school districts and an average of over forty-two per cent for the rural districts. In addition to those already engaged in the profession that sought new positions, we had 2530 new teachers that entered the field last year.

The above situation might set the stage for unethical practices but this is not the history of the situation for in a large majority of the cases a professional attitude is maintained by teachers and administrators. The violation of fair practices in securing advancement does occur in some instances. Some cases of violations are due primarily to the lack of knowledge of proper procedure in obtaining a new position. Few cases are wilful and flagrant violations of the Code of Professional Standards and Ethics.

The Code states: "It is perfectly proper at all times for teachers to seek preferment and promotion by legitimate means; but any sort of endeavor to establish a reputation or to obtain a position by innuendo, exploitation, complimentary press notices, or advertisement, is undignified and non-professional." In paragraph ten the Code reads "We believe that a teacher should take no step toward a specific position until the place has been declared officially, legally, and conclusively vacant." What are the

sources of information upon which a teacher may depend so that he or she will not apply for a position that has not been declared officially, legally and conclusively vacant? Probably the first source of information should be from the person now in the position. A second reliable source of information would be the board of education or the superintendent of schools. A teacher may proceed with confidence if the vacancy is confirmed by any of these sources. If the vacancy is in a city system the superintendent of schools is the first person the applicant should interview. The superintendent will then make suggestions to the applicant relative to further interviews. Of course, if the vacancy occurs in a rural school outside a consolidated district the board of education will be the logical ones to whom application should be made.

Teachers should not apply by mail or personally for every vacancy they learn about. If every teacher applies for several different positions this may lead to an exaggerated sense of the number of available teachers. A board of education may feel that there is an over-supply of teachers and hence the teachers wage may suffer a cut. A teacher should most assuredly not send circular letters in an effort to secure employment.

The eleventh paragraph of the Code of Professional Standards and Ethics reads: "It is unprofessional for a teacher to underbid, knowingly, a rival in order to secure a position." In order for a teacher to render adequate service in the community it is necessary for her to receive a salary sufficient to maintain a decent standard of living. Teachers surely do not want salaries so low that creditable service cannot be given the district employing them.—I. F.

Professional Meetings

IT is possible that at present we have a tendency to have too many meetings and not enough of the right kind. Certain teachers are attending them most frequently and others rarely if at all. A city superintendent remarked only recently that he was so busy going to meetings that he didn't have time to take care of his job. There are isolated rural, elementary, and high school teachers seldom reached by any of them. Our meetings are becoming as departmentalized in many instances as our instructional materials themselves.

Perhaps an active county community teachers association in every county is the way out of your dilemma. It is large enough to provide real stimulation and leadership and yet small enough to be meaningful to and require participation of every teacher. It provides a set-up whereby teachers regardless of position can come together and tackle in unison local, state, and federal problems facing public education as a whole. Why not have in every county that which is rapidly being developed in many

counties, a community teachers association in every sense of the word?
E. K.

Credit Due

LET us give credit where credit is due and say frankly that the teachers in the lower elementary grades have made the greatest strides as far as the vitalizing of content and the manner in which it is presented are concerned. It is interesting to note that as we go up the ladder from one grade to another the methods employed by teachers become increasingly archaic and the materials presented more and more traditional, generally speaking.

If you are interested in observing a real learning institution which makes you want to start to school again, visit the primary teacher.

What is the explanation? Dozens of reasons might be suggested and perhaps a combination of all rather than any single one is the proper answer. There is no good cause why all teachers could not borrow with profit from the lower elementary teachers as far as methods and content are involved.

E. K.

Our Responsibilities

A CHILD came running
On a glorious quest
I am seeking the way
For things that are best.

Where shall I find
The road that leads there
I — stood looking at him
And could only say — where?

From the way I had come
Could I give him a clue
And from my directions
Would he find his way through?

Lulu Babb,
Lebanon, Missouri

Art Develops Integrated Personalities

By MARY HOWARD HIX

*"Nothing in the world is single;
All things by a law divine
In one another's being mingle."*

AT LAST we have come to conceive of a child as a personality with all parts so closely related as to make separation impossible. Arthur Young has said "We wish to produce students with broad experiences in life together with the ability to integrate these experiences." For many years each subject in the curriculum was considered separately with no thought of a possible correlation of subject matter. The idea of Art contributing anything to mathematics, or science contributing anything to Art was never thought possible. Art was a special subject for the few who showed ability to draw, but the idea of Art as a vital force in integrating the personality of a child is very recent and not yet grasped by many administrators and school boards.

It is out of the many experiences of the child that grows his interests and desires for expression. Art is a very important experience and also a means of expression and is closely allied to English in many ways. They both strive to develop the child's power of observation and imagination. The junior and senior high school student is not emotionally stable and a great deal of release from tension is secured through expressing himself in writing and through various Art experiences. I have seen more than one student leave the mathematics or Latin class with a definite increase in tension because of his inability to solve the problems before him. Not so in the Art class for there is something that each student can do with his hands as well as his mind which will give him a feeling of accomplishment and satisfaction. Perhaps he can't paint a picture but he can model in clay, do some useful and attractive lettering, saw or carve something out of wood. In an academic class unless

it is in a very progressive school all students are supposed to be working on about the same thing whether it is a page of algebra problems, reading Hamlet or discussing the Battle of Bunker Hill. If you had stepped into one of my Art classes today you would have seen many different projects being worked out at each student's or group of students own rate of speed. Take for example my third period senior high school class. At the first table you would see a boy experiencing for the first time the use of oil paints and doing a good piece of work. Directly behind him sits a girl working in colored chalk, next is a girl whose table is piled with wood and she is hard at work with a saw. Not far away is a girl doing some very delicate pen work and a group of about ten boys are drawing on the board their original floor plans for a small house. As soon as they have finished anyone in the room who is interested will offer constructive criticism of each plan. In another class you would see a new group doing something entirely different. To become an integrated personality the child must learn to analyze and criticize himself, his work and his many social experiences and through Art he is helped to develop this ability.

The child can never fit into the modern social pattern without the knowledge gained through the study of the culture, religion, and politics that have influenced his world that he finds himself a part of today. Through Art he learns what the artist has contributed and in history and other social science classes he learns how civilization has influenced the artist. The record of a country can be studied through the art that has been preserved in one form or another.

The adjustment of his personality to that of others is one of the first things a child must learn if he is to fit into the group. The study of the contributions to art of

(Continued on page 148)



Photo, Courtesy State Department of Education

Play- Ground Activities

By A. M. HOWARD

THE PLAYGROUND, as all teachers know, presents one of the major problems of the school. Likewise teachers know that there are many ways to handle playground activities. The type of school, the type of community, the teacher, the pupils themselves, all these factors and more enter into the methods used on the playground. For the purpose of this article, we shall divide the methods of handling playground activities into these three divisions: first, the old method; second, the police method; and third, the teaching method.

The Old Method

In the old method the teacher stays in the building at the play periods. He is busy at his desk, glad for a few minutes respite when he can work or think without interruption. In this method the teacher turns loose the pupils and does nothing about their play until something happens. Teachers can't be blamed so much for this attitude. They have so much to do, and so little time in which to do it. Back of our school is that long standing tradition of subject matter—it must be taught.

The Police Method

In the police method the teacher is present much of the time as an officer patrols his beat, or stands at his corner. The very presence of the teacher holds in check the rough and rowdy pupils. The teacher's very presence says, "Don't fight," "Don't hurt the younger children," etc. The teacher present as a police officer is better than not being there at all, as far as "Law and Order" are concerned.

The Teaching Method

The teaching method we shall now consider. In this method the teacher gives as much thought to playground situations and problems as to those of the classroom. Just as he gives whatever time is necessary to teach division of fractions he will give whatever time is needed to teach boys and girls *how* to play, to teach organized games, and to develop a wholesome attitude toward playing according to rules. The teaching of games should be done in the classroom, using classroom time just as you would for any other kind of school work. The rules are explained and all pupils prepared for the playground period. Play periods, noons, and recesses then become a kind of laboratory where a wholesome attitude is developed. At all times there is teacher supervision, not policing. Supervision accomplishes a result so far superior to policing that there is no comparison to be made. In supervision the teacher is positive, helpful, and is guiding the children into a more wholesome, happier way of life.

Selection of Games

In teaching games the teacher must have just as much interest and just as much enthusiasm as in his class work. The teacher needs to expect a return from the effort put forth on the playground in proportion to the genuine interest he has in girls and boys. As to what games to play, pupils, school, and teacher need to be taken into consideration. The preference of pupils, the enthusiasm of the teach-

er, and the ideas of the community will serve as guides. There need to be some games for older boys to play separately, likewise for older girls. There should be some also in which they may play together. For smaller pupils all games should be for both boys and girls.

Supervision needs to be alert. An example: In a community where football had never been played, touch football was introduced, and was very much enjoyed by the older boys. Almost unconsciously however it developed into regular football with clothes being torn and danger of severe injuries.

You Can Justify Supervision

What justification do we have for asking a teacher to assume this additional responsibility? Briefly this: Life is divided into two big problems, viz., making a living and *living*. The situations on the playground are real, lifelike, much more so than are our classroom situations. Surely one of man's greatest problems in life is living

with his fellow man. On the playground the teacher is helping directly to solve this very problem. Thomas Briggs says, "Another duty of the school is to reveal higher activities and to make them both desired and to a maximum extent possible." In purposeful, directed play the teacher is revealing higher types of activity and is making them desired and possible. Children who are so taught and so directed on the playground that they can and do play together happily and contentedly, are more apt to be able to live together in the same manner. If further justification is needed it may be found in the fact that our pupils soon forget 80% of what we teach them in the classroom. Much of the English, much of the History, much of the Literature, slips from the memory soon after leaving the classroom. But on the playground if a boy is taught to be co-operative and helpful, the lesson is more apt to carry over because the setting is a more lifelike situation.

ART DEVELOPS PERSONALITIES

(Continued from page 146)

each country will help the child develop an appreciation and a right attitude toward other people. Participation in the many activities carried on in the modern art class offers the child many more chances to improve his group adjustment than sitting in class trying to solve a page of geometry problems.

During adolescence the child is going through various physical changes. He is both interested and afraid of his body and a great deal can be done to develop a right attitude toward sex and the power to use and control his body through science, physical education, and Art. The time we devote in Art class to drawing the human figure is always an interesting and helpful experience to the students.

A genuine interest in the things around him is natural and desirable and through art experiences the child is lead to enjoy designing costumes and stage settings for school plays, contributing to the school paper and annual and making and lettering posters to advertise the many activities going on in our schools today.

A great deal of the child's character and personality depend on his activities at the present moment and since art is definitely related to each subject in his curriculum as well as surrounding him in his every day life I feel that Art is a tremendous force in integrating his personality.

MY TEACHER

IF to me your ears you'll loan,
I'll read to you a little poem,

The teacher of room three,
Is as jolly and kind as can be,
But sometimes her face clouds with gloom,
And she glances all 'round the room,
It's plain that she's trying to see,
Who the disorderly person can be,
And then I get nervous and think, Oh gee,
I wonder if she thinks it's me.
Then I hear her voice ring out,
"What in the world is this noise about,
If you keep this up I'll be a wreck,"
And then she starts to give us heck,
Sez she, "I ought to wring your necks,
But instead, I'll have to give you checks."

Calvin Schoenebeck,
Age 10 years—Grade VI
Blow School, St. Louis, Mo.

Code of Ethics for Schoolmen and Bookmen in Illinois

*Adopted by Illinois City Superintendents'
Association November 18, 1938.*

IF THE BOOK BUSINESS, throughout the country, were carried on according to this Code of Ethics, *merit* would have a far greater chance than it has had in the past.

I am sure that every superintendent and every textbook committee in our state will be very much interested in reading this Code.

Following are the seventeen (17) paragraphs which make up this most outstanding Code of Ethics:

I. The selection of textbooks is an important educational undertaking to be carried out in a professional manner. The responsibility and the authority should rest with the educational administration of the school system.

II. The purpose should be always the selection of the best textbooks for the use of the pupils. Hence, it is not ethical to make any effort to distribute the business among several competing publishers, or to give any consideration to personal likes and dislikes toward publishers' representatives.

III. It is unethical for representatives to interfere with the relationship obtaining between superintendent and board of education; thus, it would be unethical to contact members of the board of education except upon request of superintendent.

IV. It is neither ethical nor honest for a superintendent or a member of a selecting committee to receive from a publisher any reward for services in the selection of textbooks.

V. It is unethical for representatives or superintendents to circulate personal criticism or indulge in personalities in connection with textbook adoption.

VI. It is not ethical for a representative to try to secure the appointment of administrators or teachers to their regular positions or on textbook committees for the purpose of influencing the selection of textbooks in his favor, or to try to influence the election of members of school boards.

VII. It is not ethical to interview teachers without prior consent of their superiors or to try to secure information about secret committees.

VIII. It is not ethical to utilize the influence of organizations of laymen to secure adoptions or to appeal to secretarian prejudices in meeting competition.

IX. It is in general an undignified practice for an author to use his professional position to try to secure adoption of his textbook through field work, professional addresses, or classroom instruction.

X. While it may not be unethical to make use of secret committees in the selection of textbooks, there is considerable sentiment against such committees and evidence to show that genuine secrecy is not often attained; and it is charged that frequently the intent of the secrecy is to conceal an unethical selection.

XI. The superintendent is justified in taking drastic measures if the conduct of the bookmen falls below the high standards of practices for transacting public business.

XII. It is unethical to give opportunity to some bookmen to present the merits of their books and not to give this opportunity to others. Similarly, it is unethical to give confidentially to some bookmen information which is withheld from others.

XIII. It is not ethical to favor local authors unless their textbooks are as good as other competing textbooks.

XIV. It is neither legal nor ethical to reproduce, whether by printing or mimeographing, any material covered by copyright unless expressly permitted by the holder of the copyright. This applies to books adopted as well as books not adopted.

XV. It should be considered ethical for a bookman to bring to the attention of the superintendent any unethical practices of a textbook committee.

XVI. It is unethical for a superintendent to request, or a representative to offer, free desk copies, free textbooks for indigent pupils, or any other concession beyond the prices listed with the State Superintendent of Public Instruction.

XVII. It is unethical for a superintendent or members of a selecting committee to sell examination textbooks furnished by the publisher.

One Big Family On The Farm

By MARGUERITE KINGMAN,
Kansas City, Kans.

THE "COTTAGE PLAN" in the institutional care of delinquents has proved of great value in the development of the boys, according to Mr. Howard Bishop, Superintendent of the McCune Home for Boys.

The McCune Home, a farm covering approximately two hundred acres, is on the highway, several miles east of Independence, Mo. The cottages are grey stone, and many gravel paths wind in and out among the towering trees and garden plots.

Mr. Bishop is tall and ruddy faced, frank and sincere, seemingly a man of plain facts. He wore a soft slouch hat, a blue polo shirt and casual gray slacks.

"We imitate the family set up," he explained, "each of the eight cottages has twenty-five boys, with a master, a matron and a cook in charge. Boys of different ages, from 7 to 17, live in each cottage, just like older and younger brothers."

"I think lots of the boys, and I trust them, too, but I don't take any chances," he laughed, as he handed the visitor the keys that had been inadvertently left in the car.

"You'll get a better idea of the cottages, if you go through one of them," he suggested, as we went up on the wide front porch.

"This is the recreation and dining hall combined," he pointed out as we entered a large room with long table and chairs of various sizes.

"After their supper is cleared away, the boys like to read here," he explained as he showed us the walls lined with books, and the large lamps swinging low from the ceiling, "they play table games until 7:30, and then study an hour before bedtime."

As we moved down the hall, he indicated the staff office and living quarters on the other side, and the kitchen to the rear.

"This stair goes up to the sleeping porch," he explained, as he led us up to another large airy room, lined with double deck beds, neatly made with white covers.

On our way down, he indicated the bath rooms on either side of the stair.

From the porch of the cottage, he pointed out the school house down near the entrance gate, which "has all the grades, and two years of High School—a regular part of the Kansas City system," he proudly asserted.

"Maybe you'd like to stop down there on your way back," he added, "and look at the little Indian camp in the sand box and the pictures of the birds and butterflies pinned over the blackboard, that they made for nature study. And if you do, be sure to look in the manual training room, and see all the gadgets they make."

As we walked down the cottage steps, he showed us a large white frame house in about the center of the grounds with the information, "This is where I live, that is, on the first floor—the upper part is the emergency hospital, we have a boy up there now with what looks like the hives, but we're not taking any chances until the doctor makes his regular check-up tomorrow."

He was very proud of the Red Cross first aid station in the front hall of his quarters, completely fitted out with supply cabinet on one side and waiting room bench on the other.

On the back part of the farm, he pointed out the long steamspouting laundry, the squat spreading dairy barn and the adjoining stables.

"The boys manage everything—with supervision, of course—the laundry where they do up those white bed spreads every week, the gardens and the small fields, and the store room or commissary, where they inventory and check out supplies for the cottages. Some of the boys even mend their worn unionalls, and others make dishrags and dust-clothes from the ones that are worn too badly, for the housekeepers and cooks."

As we stood by the car, we chatted about the boys in general. Mr. Bishop said that their sentences were indeterminate, and

(Continued next page)

Pettis County Rural Education Conference Held

By MARJORIE NEFF HOY,
State Department of Education

C. F. SCOTTEN, County Superintendent of Schools and Chester R. Crain, president of the Pettis County Teachers Association collaborated with Heber U. Hunt, superintendent of the Sedalia school system in planning this meeting to which teachers, schoolboard members and patrons were invited. The people of the rural areas held their meetings in connection with the meeting of the Sedalia Community Teachers Association, the rural people being invited to attend the Sedalia meeting addressed by Dr. John Ruff of the University of Missouri, and the Sedalia teachers, in turn, being welcome to attend any of the addresses planned for the county group.

The purpose of this Educational Conference was to better inform the citizens of the educational program being sponsored in the county which includes phases of work relating to *health, Parent-Teacher work, Agricultural Extension Service, music, art, library service, and education.*

This conference included a regular meeting of the Pettis County teachers as well as the annual school board convention. Twenty-six persons appeared on the program giving forty-minute addresses or demonstrations. From the group, persons present could attend their choice of six of the forty-minute sessions. The real value of the Educational Conference over the usual annual school board convention or teachers' meeting was that each individual person was privileged to choose from the subjects discussed the ones most closely approaching his needs and interests. From observation and conversation with persons present the program as a whole was in-

teresting, educational, and successful; however, Mr. Scotten and Mr. Crain feel that there were some disadvantages. As an example, some of the sections had a rather disappointingly small number of visitors while other sections of the meeting were so well attended that the rooms were overfilled and people were not privileged to hear the address of their choice.

The placing of the program on such an inclusive educational basis not only served to inform many teachers and school board members, but also adequately acquainted many patrons, P.-T. A. workers and community leaders with the county educational program. Another advantage of the program was the opportunity given to the speakers on the program, interested in certain phases of education, to hear talks and demonstrations in other fields. By using the high school as a meeting place, rather than the assembly room of the court house where such meetings are usually held, enough classrooms were available to enable speakers who had such materials to set up displays and also to assign rooms according to the size of the anticipated audience.

Mr. Scotten was so confident of the success of a program of this nature that, if privileged, he would attempt to have a similar program, making slight adjustments.

The most significant part of the conference is that it makes it possible to conveniently bring the educational program being offered in the county not only to the teachers and school board members but to other citizens as well. Approximately 500 people attended this conference, of which number 350 to 400 were from rural and town areas outside Sedalia.

One Big Family on the Farm

that "the parents were on probation sometimes, just like the boys."

About two hundred boys are there now, sent directly from the Juvenile Court, some from neglected homes, some because of delinquent behavior and others without homes of any sort. Sometimes the parents qual-

ify before the boys, and most of them manage to re-establish the home, with the approval of the Juvenile Court and the Superintendent of McCune.

Some of the boys are placed on farm jobs, others in laundries or grocery stores. But until such time, they are all busy members of a large family on the farm.

Interpreting the Schools to the Public

By L. B. Maupin, Principal
Belle High School

ONE OF THE MOST important and neglected phases of the public school system is an adequate and honest interpretation program.

Such a program is of far greater value than usually supposed by the average school administrator, especially is this true in the smaller school systems. Probably seventy-five per cent of all the public schools' difficulties in connection with the public are due to poor interpretation on the part of the school officials.

Public schools are supported by public taxes and the taxpayer has a right to know the nature and purpose of the school program. If the public is intelligently and honestly informed concerning these things they will usually be behind such a program to a much greater extent.

It is human nature to be suspicious of things that we know little about. This is the reason in so many cases that the public has a suspicious rather than a cooperative attitude toward the local school and its program. We often hear the criticism "the modern school with its new fangle time and money wasting frills and ideas." This type of criticism invariably arises from an inadequate understanding and improper interpretation of the nature and purpose of the school program.

The Nature of the Program

The philosophy of such a program may be given as follows:

1. It should be continuous.

It should not come periodically or only during special occasions, such as voting bond issues and the like. Some phase of such a program should be developed each month of the school year.

2. It should be honest.

It should not be used to develop half truths or to formulate false opinions, but should give an honest conception of the needs and purposes of the school.

3. It should be inclusive.

It should include every phase of the school life. It has been found that patrons

of the public schools are more interested in topics relating to the instructional program than to any other type of school activity. These topics in order of interest shown may be listed as follows:

- (a) Pupil progress and achievement.
- (b) Methods of instruction.
- (c) Courses of study.
- (d) Value of education.
- (e) Discipline and behavior.
- (f) School officials.
- (g) Attendance.
- (h) Buildings and building program.
- (i) Business and finance.
- (j) Board of education.
- (k) Parent Teachers Association.
- (l) Extra-curricular activities.

It is interesting to note that extra-curricular activities rank at the bottom of the list in interest. This would indicate that we have been making a grave mistake in over-emphasizing these activities. We should give the public information they are most interested in.

4. It should be understandable.

The program should be clear and concise. It should not be a mixture of complicated technical terms hard for laymen to understand.

5. It should reach everyone in the community.

It should be directed not only to the patrons of the school but to every member of the community taking into consideration the ranges of intelligence and education.

6. It should be dignified but aggressive. The program should be aggressive but not to the point of being obnoxious. Whenever propaganda is employed the dignity of such a program is lost. The public will not approve of such organs of propaganda as "Name Calling" "Mud Slinging" "Flag Waving" and "False Patriotism" used to camouflage the issue at hand.

7. We should use every facility at hand.

No possibility or factor is too remote to be considered of importance in developing such a program.

Qualifications of the Director

An interpretation program to be successful must have definite organization and a competent director. The director of such a program must possess certain qualifications, namely:

1. He must understand human nature. He must know people of every condition, class, kind and their habits of thought.

2. He must know the schools, their purposes, problems and achievements. He must be familiar with the control of schools and be able to interpret their devices.

3. He must understand interpretation and how it may successfully be brought about.

4. He must be a man of vision in order to see the part that public education has to play in society.

No exact plan of organization will fit every school. Each school system must work out a program adapted to their particular situation.

Committees may be appointed and given definite duties to perform in relation to the program.

Cooperation of All is Needed

These committees, no matter how extensive or well organized, alone cannot constitute the machinery of such a program. Every agency within the school must be employed.

They may be listed as follows:

1. The school board.

The board must determine the general policies to be followed.

2. Superintendent of Schools.

The authority for the execution of such a program should be vested in the superintendent and he should be constantly in contact with the director of the program of interpretation. A great deal of the ultimate success of such a program depends directly on him.

3. The Principal.

He should occupy a key position as he is closely in touch with the teachers and problems of the school.

4. Teachers.

The teachers are the very heart of such a program for they are nearest the pupils and consequently in close contact with the home.

5. Non-professional Employees.

Non-professional employees, such as janitors, custodians, school nurses and attendance officers cannot be overlooked as they are in close contact with the school and community. These employees have often lived in the community longer than any of the school executives or teachers and consequently are in close touch with public opinion.

6. Pupils.

The pupil is one of the most potent of public relations agents as he forms the main link between the school and home.

Other important agencies that may be employed in this program are:

1. The Public Press.

2. School publications, such as school newspaper, annual report, monthly reports.

3. Pupil publications, as magazines, annuals, handbooks.

4. Exhibits, demonstrations, open house.

5. Community agencies as Mothers Clubs, Parent Teacher Associations, Chamber of Commerce, Lions Club, American Legion.

6. Outside agencies, N. E. A. American Education Week.

7. Radio, movies, speeches.

8. House Organs.

9. Attendance Officer.

10. School nurse and visiting teachers.

11. Report cards and notices.

12. School visitation.

13. Visits to homes of parents.

14. Leaflets in general.

15. School banquets.

16. Athletics.

If every school, no matter how large or small, would develop an intelligent and honest program of interpretation a great many of the difficulties now existing between the schools and the public would be automatically taken care of.

The price of neglect is much greater than school officials ordinarily realize. If we are to cope with certain agencies attempting to undermine the sources of revenue and progress of the modern public school, we must inform the public promptly and intelligently concerning the purposes and needs of the modern school system.

Department Of Elementary School Principals Meet

By JOHN P. McKAY, Secretary

APPROXIMATELY one hundred people attended the all-day spring meeting of the Department, functioning for the first time under the new constitution, held at Columbia, Saturday, March 18, 1939. Officers for the coming year were elected; reports by the Executive Committee and the various district presidents were presented. Dean Theo. W. H. Irion, in his welcoming address, set the stage for the "Progressive Education" theme which was carried on by panel discussion and addresses. Columbia Public Schools furnished the musical program. Miles C. Thomas, outgoing President, presided at the meeting.

Dr. Frank H. Gorman, of Columbia, was elected President; Miss Emma O. Mumm, of St. Joseph, Vice-President; and Mr. John P. McKay, of Jennings, Secretary-Treasurer for the ensuing year.

The various presidents of the district organizations reported on the "state of the nation" in their own districts.

Mr. P. G. Buckles presided during the panel discussion. Dr. Dewey Smith presented a working philosophy for progressive educators. Miss Frances Carey explained how some of the new ideas worked in Kansas City. Dr. R. V. Cramer stressed the importance of operating schools in a democratic manner.

In an address, "What I Want in an Elementary Principal," Superintendent Fred Miller, of Normandy, said: "I want my principal to be well trained and to continue his education after he is through school. I want every child and teacher under his direction to feel as if he or she is wanted

and needed. I want my principal to be fair and impartial. If anyone is shown special consideration, let it be the river rat rather than the school board president's child."

Mr. George R. Johnson, Director of Tests and Measurements in St. Louis, spoke on the subject of I. Q.'s, emphasizing very strongly their weaknesses if used as the final estimate of the child. Two people may have the same I. Q. and be as different as day and night. Their personality, attitude, and response on different areas of the test, may be totally different. A case in point is a girl with an I. Q. of 124, but with a slow time reaction, and with little mathematical ability. Although the I. Q. suggests Ph. D. caliber, she would probably flunk college algebra.

Mr. T. J. Walker, Secretary of the Missouri State Teachers Association, was rather pessimistic in regard to school legislation. We present a good legislative program and see it whittled and whittled until very little of the program remains. He predicted success for the county superintendents' bill, and believed the customary one-third of the general revenue for schools would prevail. The teacher retirement bill, he believed, is dead.

The music furnished by the Columbia Public Schools under the direction of Joe Miller Barnes and Flossie McDonald was very entertaining. "Shortnin' Bread" was most appreciated by the audience.

The next meeting of the Department of Elementary Principals will be at the M. S. T. A. meeting next fall, in St. Louis.

The program of our educational system must, therefore, not only provide curricula suited to the vocational and professional aptitudes of individual students, but it must explore the wide realm of cultural interests. Discovering and developing such interests in individuals should be a continuous process from kindergarten through university.

—George F. Zook

What Of Our Crippled Children?

By **ALBERTA CHASE**, *Secretary*

A RECENT BULLETIN issued from the office of Dr. J. W. Studebaker, Commissioner of Education, on the subject of the education of exceptional children, summarizes the recommendations of various committees on the question of desirable practices in any state or local program that presupposes adequate facilities for these groups. One of the recommendations among eight carefully prepared proposals follows:

"When the establishment of special classes is not feasible, it is the responsibility of the teacher and the administrative and supervisory officers to make some other type of adjustment appropriate to the needs of each child."

We have long held that teachers with imagination and insight could do something about the hundreds of crippled children scattered throughout Missouri who are deprived of an education primarily because they do not fit into the pattern of educational facilities offered the normal child. And now this committee of specialists in education places the responsibility squarely on their shoulders.

A case in point is the child unable to climb the stairs in order to attend high school classes. An alert teacher we believe will find means within the student body to carry him up the stairs and to give such other assistance as he may need during the day. Such service may also be a part of the character development the school is responsible for and an excellent opportunity to exercise it in a practical fashion.

The work the Missouri Society for Crippled Children has done in rural Missouri the past ten years has brought it in contact with hundreds of children with nor-

mal mentalities but afflicted with spastic paralysis who have been deprived of a public school education because teacher or principal feared the child would disturb the routine of school life. According to a distinguished specialist in Baltimore this group of children is as large as those afflicted with infantile paralysis and not more than a third of them are below average mentality. Yet we believe it the exceptional practice among public school authorities to admit these children to the regular grades. The story of one of the exceptions came to us the other day through the committee we had organized in a northeastern county.

A young pupil was admitted to the lower grades in spite of his inability to express himself plainly enough to be understood by the teacher. She studied him for a period and then helped him to procure a typewriter. He eventually learned to write on it by using two fingers on each hand. He could get about only with the greatest difficulty and the spastic condition of his legs and arms

was increased when the give and take of school life increased his nervous tensions. Yet with the encouragement the first teacher and those following her gave him he finished high school reciting all of his lessons with the aid of the battered typewriter. Finally he decided that he wanted to go into the chicken business and with the help of one of our county committees he is now independent and happy in a vocation that fits his handicap. He has had several fortunate opportunities since he graduated from high school, but the most important factor in his success, as he readily admits, was that first teacher who recognized his ability and who was willing to give him "special education"



along with her usual responsibilities as a public school teacher to the normal child.

You may have heard the radio series inaugurated over KMOX and KMBC recently and entitled "*BRIGHT HORIZONS*." If you listened to the stories of Joyce Baker and John Marden you learned what has happened to many of our children who have at last had their chance in life before it was entirely too late. Unfortunately these were not just isolated "cases," taken from the imagination of the famous authors who so generously contributed their time to present the stories in attractive form for us. They were actually built around the life-experience of real children residing in rural Missouri . . . with names and places camouflaged so as to save the youngsters' embarrassment . . . and were told in an effort to bring about better understanding of their difficulties.

The sad truth is that parents and teachers alike do not always have the information at hand that will prevent the tragedies so narrowly averted in the radio stories referred to above. Those working with crippled children in Missouri today know that for every story ending happily for a crippled child, there are many similar cases, if we could unearth all of them, that are tragedies in the making. There are children going to school with such apparently minor difficulties as an inconsiderable limp or a slight curvature of the spine who should be taken to a specialist at once so that he may prescribe the necessary treatment before major deformity becomes well established.

Service is Inadequate

We have a few private hospitals like Mercy in Kansas City and Shriners' in St. Louis that are taking some children from rural Missouri with orthopedic deformity. But it is estimated that there are 10,000 cripples under 15 years of age in the state. So with the large city service as well as the children from other states that these hospitals treat it can readily be seen that they cannot begin to handle the problem.

Many of you are familiar with the excellent state hospital at Columbia and its allied hospitals in Kansas City, Saint Louis and Saint Joseph. Perhaps you have

thought that the balance of the crippled children of Missouri were being cared for there. But let us look at the facts in the case. According to University authorities there were 606 crippled children cared for under its direction last year. Three months before the 1939 session of the legislature met, however, funds were practically exhausted and work had to be discontinued. Furthermore, they estimate that the children cared for during one year represent only 6% of all of the crippled children to be treated at state expense.

Judging from such facts concerning the few private hospitals accepting these children free of charge and the inadequate appropriations for the one tax-supported agency—the University of Missouri, authorized to treat crippled children—can we worry about duplication of effort or any alleged competition between the agencies or institutions in the field?

Officially the state of Kansas with one half of Missouri's population cared for 1,178 crippled children during 1937 and Oklahoma with two thirds of our population gave hospital and other services to 1,600. During a similar period Missouri treated just 606 crippled children at state expense. Yet Missouri is far beyond either of these states in medical and hospital equipment of the sort that applies to afflicted children. The answer to the question as to where the difference lies, we believe is to be found in a lack of understanding of the need for expansion and increased support along lines already laid down.

Teachers Can Help

Now that we are approaching Crippled Children's Week, the week prior to Easter, there are at least two elements of this somewhat complicated problem relating to crippled children which teachers might well inform themselves upon and then seek to promulgate in their districts. Greater financial support to all agencies and institutions furnishing free care to these children is a prime requisite. That includes not only the private hospitals opening the door to these children, it means also our one state institution, the University Hospital in Columbia and its affiliated convalescent home. Teachers can perform

a real service in explaining the need in this field alone. And the other feature of the work which should appeal especially to the teaching profession has to do with the extension of educational facilities to all crippled children in the state in accordance with their mental and physical capacities. Special schools and classes such as the four largest cities now have will necessarily develop slowly and only as sufficient funds are forthcoming for their maintenance. But an immediate meeting of the needs of hundreds of these children can be effected through special arrangements in regular school classes to include the children who properly belong there. As the office of the Commissioner of Education has indicated, parents, teachers, and school administrators should work together in planning for those pupils who do not fit the pattern of every-day school life.

Further Organization Needed

It is the belief of those who direct the work of the Missouri Society for Crippled Children that the most effective way to secure some of the benefits referred to above for the hundreds of crippled children we have around us, is through the County Committee for Crippled Children. Their slogan is, "A county committee for crippled children in every county of Missouri before 1940." Through these committees, it is hoped, the attention of parents and workers alike will be directed not upon institutions, buildings, or any of the inanimate objects they contact from time to time, but instead upon the crippled child himself, back in the village or farm where he resides, and in the family environment that carries with it the despair or hope of his existence. As one wise teach-

er has said, "Measures must, and *can be* found, which will reach the handicapped child in rural and village communities. A technique *can* be worked out which will remove the present neglect of the handicapped child in the smaller community. When a special class cannot be provided, a *special* program for the *individual child must be created.*"¹ And another teacher, long experienced in medical social work carries the thought further with the following: "The rural child who is crippled needs more than ever, the opportunities which will equip him for a life of satisfaction, which is not dependent on hard physical farm work, which will not leave him isolated and resourceless in a social milieu, which has less to offer the physically limited individual than it does his unhandicapped neighbor. Emotional balance and maturity, intellectual growth, touch with other people through school, church, and recreational resources, means of occupational training and placement, all are especially needed for the rural crippled child. There the natural opportunity, in regard to any of these activities is not ex-
istant—a *special program for the individual child must be created.*"²

It is the hope of those directing the work of the Missouri Society for Crippled Children that every teacher in the state will join the movement in some active fashion for improving the condition of Missouri's crippled children. For next to parents themselves, teachers hold the key position in the battle being fought to prevent deformity in children.

¹Gessell.

²Grace Ferguson—What Constitutes Adequate After Care For the Crippled Child.

New R. J. De Lano
School, Kansas City



Boys' State

By HARRY GAMBREL

THE STRENGTH of any nation is not to be measured by the size of the armed forces of the Nation alone—the Army, Navy, or Air Forces—but it lies in the character, honor, courage, devotion, intelligence, loyalty, and the sincerity of its citizenship. A Nation is only as strong as its citizenship is strong. Citizenship, in addition to its various privileges, carries with it corresponding duties and obligations. A man is a good citizen only when he understands his government, when he recognizes his duties and his responsibilities to his government, when he participates in its problems, shares in its burdens, protects its good name and contributes to the richness of its life.

So that citizens may be prepared to assume the responsibilities of citizenship, with a realization of that responsibility, it is necessary that the young boy of today, the citizen and office-holder of tomorrow, understands the structure of his government, that he know about its separation of powers, that he be familiar with the various political subdivisions thereof, that he know the many offices and the duties, the powers and the limitations of the several offices.

The Educational Program

The Boys' State was founded in order to encourage and develop an interest in, and encourage further study of these problems, beyond that which the high school boy studies in the civics and history courses. Briefly, the Boys' State is a program of education. Frankly, it is an Americanism propaganda; it is a course in practical civics; in substance, its purpose is to teach the youth of today, and especially the youth of high school age, that there is nothing wrong with our form of government, that it has not outworn its usefulness, that it is just as useful and just as practical now as the day it was founded; that all it needs is an intelligent citizenry and a clean, honest, impartial and fair administration.

In the Boys' State, the boys have their own city, county and state governments.

They elect their own city, county and state officials. They learn the duties of the various public offices; their functions, their limitations and their powers. They have their own Legislature, introduce and argue their own bills; they have their own city councils, their own city officials. They make and enforce ordinances regulating their cities and conduct their own elections. They have their own police force, courts, and administer justice. The boy has a chance to learn for himself that his government is just what he makes it.

States Begin Organization

The Pioneer Boys State' Camp was inaugurated at the State Fair grounds at Springfield, Illinois during the early summer of 1935. Out of this experimental laboratory evolved the well organized practical school of instruction that has received the approval and favorable comment of prominent educators, industrialists, labor and civic leaders throughout the country.

At the close of the 1935 Boys' State the Peoria State Convention of the American Legion went on record by directing its delegates to the national convention in St. Louis to offer Boys' State to the National Organization of the American Legion as a part of the National Americanism Program.

The St. Louis Convention approved the Illinois plan and the Illinois Department supplied the National Americanism Commission with such materials, plans, and programs available so that other states interested in the project might develop the project; making such changes as would be necessary in each state to meet the problems of that state.

In 1936 Ohio, West Virginia, and Pennsylvania, along with Illinois, operated Boys' States. All camps were successfully conducted, and a widespread general interest in the movement followed the closing of the camps in these states. This interest was manifested by the numerous inquiries made at National Headquarters, and at our

own Department Headquarters at Bloomington.

At the suggestion of the National American Director, Homer Chailaux, a Boys' State Conference was called in Chicago on March 7, 1937, to which all states interested in the promotion of a Boys' State were invited to send delegates. Fifteen states were represented at the conference either by their Department Commander or their Americanism Chairman, or by both officers.

At this conference, experiences were compared by the States that had operated the Boys' State, inquiries were made by the States contemplating operating the plan, and out of the conference came information and ideas helpful and beneficial to all of the States.

The year of 1937 saw the following states operating Boys' State: Illinois, Pennsylvania, West Virginia, Ohio, Indiana, Kansas, California, and Oregon. Other states were engaged in the process of preparation for their camp but postponed their first encampment until 1938 because of insufficient time for preparation.

Missouri Joins the Movement

The first Missouri Boys' State was held at Fulton, Missouri, June 18 to 25th, 1938, using the facilities and equipment of the School for the Deaf with one hundred and ninety-two boys in attendance, sponsored by leading civic and service clubs, American Legion Posts, and 40 and 8 Voitures throughout the State of Missouri. Upon arrival at camp on Saturday, June 18th, the boys were immediately assigned to their respective Cities and Counties to take up citizenship in Missouri Boys' State.

The State was divided into Counties named after famous Missouri Military heroes. The counties were divided into two cities each and the cities named after early Missouri Legislators, Governors, and Statesmen. Each city was in charge of a senior councilor. Two extra councilors were assigned to each county to assist in the development of some special phase of State Government. The senior councilors were, with few exceptions, Legionnaires. Most of them were either practicing lawyers or high school teachers who specialized in the teaching of civics, political science and

government. The State Supreme Court, the State Senate, and House of Representatives were in charge of councilors experienced in the functioning of these most important departments of State Government.

At the general assembly Sunday evening, June 19th, the object and purpose of the Boys' State and the rules pertaining to the camp were explained. After a lecture on the election laws of the State of Missouri, nominating petitions for the various offices were circulated and a feverish activity prevailed on the part of those individuals and their followers who were offering their services to the interests of the public welfare. Impromptu parades were started by the followers of the various candidates; signs, placards and even hand bills, and election cards were in evidence. It was obvious that the preparations for the campaigns were made by many boys before leaving home as evidenced by what took place.

There are two political parties in the Boys' State: the Nationalists and the Federalists. One's party affiliation is not a matter of choice. On registering each boy receives a registration number. If his number is odd he is a Nationalist, if even, he is a Federalist. Neither the names or any of the issues in controversy between the two major political parties in the State and Nation are permitted in Boys' State. The boys develop their own party platforms and their own controversial issues. The general election was held on Monday, June 20. The installation of State Officers took place at the evening assembly on Tuesday, June 21, and all City and County officers were installed and began functioning Wednesday morning, June 22nd. Charles Richardson of Kansas City, Missouri was elected the Governor of the First Missouri Boys' State.

Before a boy could practice law before any of the courts of record at Boys' State, it was first necessary that he attend the law school and successfully complete the course therein offered and then be admitted to practice by the Supreme Court of Boys' State.

Each boy received a certificate of attendance showing that he attended the 1938 Boys' State and specifying thereon the offices or commissions that he held. Each

boy likewise received a standard Boys' State Insignia—a white enameled lapel button in the shape of the State of Missouri engrossed with the emblem of the American Legion.

The afternoon program at Boys' State was devoted to a comprehensive Athletic Program under the direction of competent coaches and instructors. The swimming pool and tennis courts at Fulton were the most popular attractions during these periods.

The evening programs were devoted to a review of the days work and accomplishments, moving pictures, stunt shows, and guest speakers and other entertainments.

The physical facilities of the School for the Deaf under direction of its Superintendent Mr. Truman Ingle, and the high moral and cultural atmosphere of the City of Fulton including Westminister and William Woods College, were especially well adapted for the conduct of the first Missouri Boys' State and contributed greatly to its success.

Under constant medical supervision and care and participating in the abundant and carefully prepared food, planned by the camp dietician, not a single boy was sick, injured or otherwise incapacitated during the entire camp and most boys gained from two to eight pounds during their stay at Fulton.

Will the Organization Be Permanent?

I have intentionally refrained from mentioning the names of the several individuals, who by their time, effort, and suggestion, aided and assisted in making Boys' State a success, for fear of omitting the name of one or more persons to whom credit is due.

Boys' State has passed the experimental stage. It is no longer a dream or a bubble, ready to collapse at the first breeze of criticism. It has room for changes and it can be improved upon. Out of the three years' experience, that several of us have had the privilege to enjoy, there has been evolved a well defined program, aimed toward a definite objective—namely, laying the foundation for, and the development of, better citizenship.

It is true that mistakes have been made but these mistakes have been eliminated or are being remedied and we trust will not

occur again. Criticism and suggestion have been encouraged and cheerfully received, and, if practical and constructive, have been readily applied.

It is to be remembered that Boys' State has no appropriation. It is self sustaining. After paying all bills this year we have a small balance left with which to start operations in 1939.

We hope Boys' State is here to stay, but it will endure only so long as the Legionnaires of Missouri give it the support that it merits; only so long as it is kept within the confines of the purposes for which it was founded, and only so long as the Legionnaires and other supporting sponsoring organizations are satisfied with its accomplishments as measured only by the contributions that the citizens of Boys' State make to the betterment of our community, state and national life. If it fails in any one of these objectives, then it should be discontinued.

It is admitted by those of us who have undertaken to organize and administer the Boys' State that it is not possible in one week's time, to give the boy all the information that he should have concerning his government and to acquaint him with all of his duties to his government; but we do believe that in one week's time we can awaken in the boy an understanding of some of the dangers that confront his government today; we do believe that we can awaken in him an appreciation of some of the sacrifices that have been made to obtain what we have today, and we do believe that we can instill in the boy a desire to preserve his government and to respect it and obey it. We feel that the boy can be convinced that there is nothing wrong with our form of government today; that it has not outworn its usefulness; that it has stood the test of time and while it was designed originally for thirteen little agricultural colonies, yet, today, after a lapse of one hundred and fifty years, it works effectively and will endure only so long as the boy of today, the man of tomorrow, the voter of tomorrow, the office holder of tomorrow understands that government, respects that government, will support that government and will administer it honestly, cleanly, fairly, and impartially.

If the Boys' State does this and nothing more, then we feel that we shall have made a substantial contribution to that part of the American Legion's program which calls for the fostering and perpetuating to posterity, a one hundred per cent Americanism.

In conclusion.

We are happy to announce that the 1939 Missouri Boys' State will again be held at Fulton, Missouri and preparations are being completed to accommodate 400 boys at this session, June 17th to 24th at Fulton. All civic, service, and patriotic organizations are urged to choose their candidates for attendance at this session.

Doctors And Teachers

J. N. QUARLES

Superintendent of Schools
Ash Grove, Missouri

WHEN A MEMBER of your family becomes physically ill you call the physician who, upon his arrival, asks those members of the family that are closely associated with the patient, symptoms, abnormal actions observed, when the patient began to act abnormally, etc. He asks the patient how he feels, where he is ill, and other questions concerning diet, exposures and seeks other information which might be a clue as to the cause of the individual's abnormal physical behavior.

Teachers seldom ask anyone regarding their problem children. They seem to work under the delusion that they know all the answers. The doctor knows he does not, he asks for and gets the full cooperation of the home. Why do not teachers do the same? Have teachers been educated away from the feeling of need for home cooperation and parental help?

When the child is ill the whole family, the friends and the doctor are concerned with the problem of the sick child. Their greatest concern is to bring the ailing patient back to normal health. Should not teachers, friends, and family be just as much concerned about bringing the mal-adjusted child back to normal? But are we? Perhaps we think we are, but we might be surprised if we knew the large

number of mal-adjusted people that are turned out of our schools annually; many mal-adjustments are brought about by the schools and teachers themselves.

When our doctor prescribes medicine for us and writes his prescription for medicine he knows he *must be right* both as to ingredients and their proper mixture, or death or further illness may be our lot. Teachers prescribe daily. Do they exercise the same care the physician does? Prescriptions for educational ills and personal problems of school people should be approached with as much care, investigation and preparation as medicinal prescriptions. Teachers *must be right* or chronic intellectual or vocational invalids are the results; a product which no educator nor educational institution should have any part in making.

Medical clinics are for a complete physical check-up. Any part of the body which is failing in its duty is detected in the clinic and proper treatment prescribed. Should not our schools and teachers function more as clinics and clinical experts. When *anything* is found in the life of the child that is not functioning properly, anything that the school or the teacher can correct, should it not be the duty of education to note it and correct it before it becomes chronic? Should not teachers be constantly evaluating the work of the school by a modified clinical procedure?

Frankly cannot we teachers learn much from the physician all the way from the Hippocratic Oath to the procedure which he employs to bring ailing human beings back to normal?



STATE DEPARTMENT OF EDUCATION



State School Money Apportioned

The payment of \$7,757,180.21 for the support of the public schools is the largest March payment ever made in the distribution of state funds. This represents 55.78 per cent of the total 1938-39 apportionment calculated under the 1931 school law. The August payment was 39.65 per cent. The complete payment is 95.43 per cent of the apportionment this year.

In 1933-34, the payment was only 29.5 per cent of the total apportionment; in 1934-35, 48.8 per cent; in 1935-36, 61.6 per

cent; in 1936-37, 78.9 per cent; and in 1937-38, 95.4 per cent. It has been the policy to set aside one-third of the state's general revenue for the support of the public schools.

"While the state is contributing more than ever before toward public education, the schools are actually spending less than formerly," remarked Lloyd W. King, state superintendent of schools, at the time that the apportionment was made. "This," he said, "is because of the reduced local school support as a result of lower levies and valuations."

Of the March school payment, about 70 per cent will go to high-school districts; 28 per cent to rural-school districts; 1.5 per cent to schools for defectives and orphans and 0.5 per cent for school-building aid.

Boards of Education Meet

The second state-wide conference for boards of education of high-school districts was held at 10:30 a. m., Thursday, March 16, in the auditorium of the Jefferson City Junior College.

Matters pertaining to school health de-

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ances, school administrative relationships, problems of secondary education, and trends in educational thinking were discussed. In addition the conference served as a means of interpreting to school-board members of high-school districts the services of the State Department of Education and seeking advice from the board members as to possible ways in which these services may be improved.

City superintendents were urged to accompany their boards of education.

The State Department of Education has received complaints concerning an individual who is visiting the schools in the state, is collecting in advance for the supplies that he sells, and then fails to deliver the order.

During February and March the new program of school-health demonstrations reached teachers and school-board

members in the following counties: Stoddard, Jefferson, Montgomery, Madison, Cape Girardeau, Dunklin, Pemiscot, Shannon, Oregon, Knox, Ralls, Carroll, Clinton, Platte, Harrison, Laclede, Henry, Douglas, McDonald, Lawrence, Washington and Maries.

This program is carried on by the state supervisor of health education and a public-health nurse who is supplied by the State Board of Health. County superintendents and teachers have expressed approval of the program.

Since the end of the school year is approaching no more meetings are planned until early next fall. One full day is required for the program which has included demonstrations of morning inspection, vision testing, hearing testing, handwashing, hot lunch, birth registration, dental health, and first-aid.

Safety-Education Services
The services of trained

speakers from the bureau of safety of the Missouri State Highway Department are available without charge to schools and parent-teacher associations who are emphasizing safety education.

The Tri-County Parent-Teacher Association, the Fayette High School, the Warren County Parent-Teacher Association, the New Truxton High School, and Ashland High School have recently heard interesting discussions of "Safety on Our Streets and Highways". Cards stating safety rules for vehicle operators, the pedestrian, and the bicycle riders were distributed at these meetings.

The second series of conferences for the curriculum revision program in vocational home economics for the 1938-39 school year have been held in each of these districts: Waynesville, Cabool, Monett, Greenfield, Butler, Warrensburg, Caruthersville, Cape Gir-

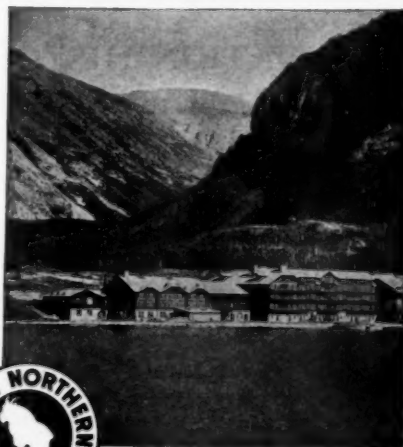
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Trends in School Enrollments

Although elementary-school enrollments have been decreasing during the past twenty years and especially in the past few years, high-school enrollments have been steadily mounting. This increase has been due to better transportation facilities and to the larger number of high schools offering vocational courses.

February Speech Clinics

Speech clinics were held during February at Plattsburg, Sikeston, Kennett, Caruthersville, Farmington, Perryville, and Vienna. Five hundred sixty-three pupils with defective speech were examined and given remedial recommendations; and 5 general speech demonstrations for teachers, 116 individual conferences with teachers, and 218 conferences with parents were held.

New Advisory Board

John W. Studebaker, United States Commissioner of Education; Alexander J. Stoddard, superintendent of the Denver, Colorado Public Schools and chairman of the Educational Policies Commission; and Carl Milan, secretary of the American Library Association, constitute the new Advisory Board of the Occupational Index, which is prepared and distributed monthly by the National Occupational Conference, New York City.

The Index is a continuous bibliography of books, pamphlets, and periodical references containing information helpful to young persons in choosing an occupation. Persons interested in such material may obtain a free sample copy on request.

Required Music for Region Nine

Following is a list of the required music for Region Nine of the National Music Competition Festival to be held in

Colorado Springs, May 11, 12, and 13:

Mixed chorus: (From a list of five numbers the adjudicators will select one accompanied and one a cappella for the audition.) Accompanied: "My Johnnie Was a Shoemaker", arr. Taylor, 4845; Fischer, and "out of the woodence", Galbraith, 13392, Olaf Ditson. Unaccompanied: "All Ye Fair and Tender Ladies", arr. Malin, 13392; Gamble Hinged; "Only Begotten Sons", Gretchaninoff, 4845; J. Fischer, and "Cargoes in Lutkin, 215, H. W. Gray.

Band: Class A, "Unfinished Symphony", First Movement; Schubert, C. Fischer; Class B, "Jolly Robbers Overture"; Suppe, Sam Fox; and Class C, "Militaire Overture" by Ludwiga, Belwin.

Orchestra: Class A, "Barry of Seville, Rossini, C. Fischer; Class B, "Triumphal March" from "Sigurd Jorsalfar" by Grieg, Sam Fox; and Class C, "Mission Overture", John Ludwig.

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Industrial Courses Increase

The number of Missouri schools offering industrial courses has steadily increased during the past few years. Of the 741 first-class high schools, industrial arts is offered in 15; industrial arts in 4845; girls in 3; woodwork in 3392; woodturning in 4; mechanical drawing in 70; manual training in 24; machine shop in 4; general shop in 34; general shop for girls in 1; sheet-metal in 3; metal trades in 3; building trades in 4; auto mechanics in 5; elementary electricity in 1; and diversified occupations in 4. This summary does not include those courses offered in the public-school systems of Kansas City and St. Louis.

Pre-School Training Conference

An experimental speech conference for pre-school home training was held at the training school of the Southwest, John Missouri State Teachers Col-

lege in Springfield, March 1. The mothers of pre-school children, who may be enrolled in the kindergarten of the training school for the next several years, were invited to a lecture-demonstration on home speech habits conducted by R. P. Kroggel, state supervisor of speech education. Emphasis was placed on the fact that speech defects may be prevented in a large measure by proper speech care in the home.

School Administrators' Conference

The tenth annual School Administrators' Conference for state superintendents of schools and commissioners of education will be held at George Peabody College, Nashville, Tennessee, on June 15, 16, and 17. The theme for discussion this year is "Current Programs and Objectives of Public Education in the South." City and county superintendents, principals, and

members of boards of education are invited to attend.

Through the courtesy of Samuel French, a free loan library of plays has been established at the Northeast Missouri State Teachers College. The service of this library is available to all teachers and dramatics directors in Missouri.

Those desiring further information should write E. S. Avison, a member of the speech department of the Northeast Missouri State Teachers College, Kirksville, for free bulletin giving list of plays available, service regulations, etc.

Annual Home-Economics Meeting

The Missouri Home Economics Association held its annual meeting in St. Louis, March 31 to April 1. Meetings were held in the Hotel Jefferson. Out-of-state speakers included Miss Jessie Harris, head of home-economics education in

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the University of Tennessee and vice-president of the American Home Economics Association.

The program for student-club girls included a tour of the city, a fashion show, and an exhibition.

Miss Minnie T. Irons, professor of home-economics education in the University of Missouri, is president of the Missouri Association.

* * * * *

High Schools Offer Music

The 1938 annual report shows that 361 Missouri high schools have glee clubs; 296, chorus work; 251, band; 286, orchestra; 241, fundamentals of music; and 13, theory and harmony. The total number of high schools offering music for credit in 1937-38 was 523.

* * * * *

Annual Meeting of Future Farmers

The twelfth annual state convention of the Missouri Association of Future Farmers of America will be held in Co-

lumbia, April 26 to 28. Business will be transacted by approximately a thousand delegates from 180 Future-Farmer chapters. The following committees will make reports at the convention: Auditing, state contests, constitution, summer camps, band, and resolutions.

Contests in public-speaking, chapter activities, secretaries' books, chapter scrap-books, music, and parliamentary procedure will be held. The parliamentary procedure contest will be an innovation for this year and is designed to improve officers in the conducting of chapter meetings. The selection of State Farmers will be an outstanding feature of the programs.

These state contests, in many cases, are preliminary to national contests. The winner in the public-speaking contest will represent Missouri at the North Central Regional Contest; the three high chapters in chapter-activity contest will represent the state in the

national chapter contest; the ranking State Farmer will be potential candidate for the American Farmer degree.

* * * * *

Missouri's second state "legislature" was composed of 138 high-school representatives who met at the state capitol on March 18, for experience in law making.

A third of the "legislators" were girls—much larger than in previous years. Nine representation than in regular assembly. Students from 111 counties, 8 from St. Louis City, and 7 from Kansas City participated.

Student officers chosen to the floor conducted the assembly according to legislative procedure. Bills prepared by the young members related to the subject of "Taxation".

Governor Lloyd C. Stark and all elective officials were invited. Dwight H. Brown, secretary of state, opened the assembly as in a regular session. Dr. J. C. Christy, speaker of the house of representatives, acted as advisor.

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N. E. A. Committee Members From Missouri 1938-39

Committee to cooperate with the American Teachers Association—

Neville, James H., Superintendent of Schools, Kirksville.

Phillips, H. T., Chairman, Department of Education, Northwest Missouri State Teachers College, Maryville.

Committee on Cooperatives—

Mehus, O. Myking, State Teachers College, Maryville.

Slater, Vita L., 1022 North 20th Street, St. Joseph.

Committee on Credentials—

Edie, John W., Principal, Gratiot School, St. Louis.

Committee on Credit Unions—

Ellis, Emmett, 201 East Market, Warrensburg.

Keller, Fred, Superintendent of Schools, Tarkio.

Myers, Vest C., Dean of the College, Southeast Missouri State Teachers College, Cape Girardeau.

Pinkney, Leslie A., 340 South Lawn Street, Kansas City.

Committee on Economic Status of the Rural Teacher—

Knehans, Esther L., Professor of Education,

State Teachers College, Cape Girardeau.

Committee on Equal Opportunity—

Cramer, R. V., Principal, Switzer School, Kansas City.

Keith, Everett, Assistant Secretary, Missouri State Teachers Assn., Columbia.

Committee on Individual Guidance—

Cooper, Bert, Director of Guidance, State Teachers College, Maryville.

Friend, Marie, Educational Counselor, Paseo High School, Kansas City.

Lee, Charles A., Professor of Education, Washington University, St. Louis.

Melcher, George, Superintendent of Schools, Public Library Building, Kansas City.

Wilson, Elizabeth K., Director, High School Counseling, 227 Library Building, Kansas City.

Committee on International Relations—

Casey, Martha S., Hamilton School, 5819 Westminster Avenue, St. Louis.

Ellis, Roy, President, Southwest Missouri State Teachers College, Springfield.

McCarthy, Helen, 3621 Virginia Avenue, Kansas City.

Ralls, Mary Calvert, 6529 Jefferson Street, Kansas City.

Riddle, Anna, 2 Summit Place, St. Joseph.

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- Shepherd, Grace M., Department of Education, Northwest Missouri State Teachers College, Maryville.
- Thompson, Anna M., Teacher, Social Studies, Northeast High School, Kansas City.
- Turk, Genevieve, Principal, Scarritt School, Kansas City.
- Joint Committee of the NEA and NCPT—*
- Dille, G. E., Superintendent of Schools, Maplewood.
- Committee on Necrology—*
- Hensel, Bertha, 3600 North Spring Street, St. Louis.
- Legislative Commission—*
- Carpenter, W. W., Professor of Education, University of Missouri, Columbia.
- Fowler, Wade C., Director, School Administration Service, Department of Public Schools, Jefferson City.
- Gallagher, Edith, 501½ South Fifteenth Street, St. Joseph.
- Gerling, Henry, Superintendent of Schools, St. Louis.
- Goslin, Willard E., Superintendent of Schools, Webster Groves.
- Hickey, P. J., Madison School, St. Louis.
- King, Lloyd W., State Superintendent of Public Schools, Jefferson City.
- Knox, William F., 321 East Gay Street, Warrensburg.
- Lamkin, Uel W., President, Northwest Missouri State Teachers College, Maryville.
- Lee, Charles A., Professor of Education, Washington University, St. Louis.
- Melcher, George, Superintendent of Schools, Public Library Building, Kansas City.
- Prunty, Merle, Director of Personnel and the Extra-Curricular Division, Stephens College, Columbia.
- Underwood, Frank M., Assistant Superintendent of Schools, Board of Education, St. Louis.
- Walker, Thomas J., Secretary, Missouri State Teachers Association, Columbia.
- National Council on Teacher Retirement of the NEA—*
- Emerson, Ethel, 911 Linwood Boulevard, Kansas City.
- Committee on Resolutions—*
- Hageman, Hilda A., 4475 West Pine Street, St. Louis.
- Committee on Salaries—*
- Booth, John N., Editor, Kansas City Teachers Journal, 3661 Campbell Street, Kansas City.
- Bracken, John L., Superintendent of Schools, Clayton.
- Cramer, R. V., Principal, Switzer School, Kansas City.
- McKee, James S., Southwest High School, Kansas City.
- Scobee, R. T., Superintendent of Schools, Jefferson City.
- Committee on Supply, Preparation and Certification—*
- Bond, J. C., President, Teachers College of Kansas City, 1840 East Eighth Street, Kansas City.
- Letton, Mildred C., 5641 Euclid Avenue, Kansas City.
- Parker, W. W., President, State Teachers College, Cape Girardeau.
- Committee on Tax Education—*
- Vaughan, T. E., Associate Secretary, Missouri State Teachers Association, Columbia.
- Committee on Tenure—*
- Eubank, L. A., Dean of Education, State Teachers College, Kirksville.
- Humphreys, Pauline A., Department of Education, State Teachers College, Warrensburg.
- Knox, William F., 321 East Gay Street, Warrensburg.
- Manuel, Dessa, Superintendent, Polk County Public Schools, Bolivar.
- Snyder, Wayne T., Principal, Jefferson School, 1310 Wabash Avenue, Kansas City.
- Shepherd, Grace M., Department of Education, Northwest Missouri State Teachers College, Maryville.

KANSAS CITY TO BE HOST

THE NATIONAL COUNCIL of the Social Studies has selected Kansas City, Mo., as the meeting place for its fall meeting, which will be held during the last days of Thanksgiving week, December 1-2. Dr. Guy V. Price, of the Kansas City, Mo., Teachers College, is chairman of the committee on local arrangements, which is now composed of ten persons, with assignment to specific tasks. The president of the Council, Miss Ruth West of the Spokane, Washington, Lewis and Clark High School, is this year's president and is planning a strong program which will include, in addition to methods of teaching the social studies, something of the contribution of particular social sciences from subject matter specialists and will also have one national headliner for a large meeting. It is expected that the attendance will be from 750 to 1000. The Hotel Muehlebach, has been selected as the headquarters for the meetings, exhibits, conferences and luncheons.

ANNUAL MEETING OF THE ASSOCIATION OF MODERN LANGUAGE TEACHERS

THE 1939 annual meeting of the Association of Modern Language Teachers of the Central West and South, which includes Missouri in its territory, will be held on April 21 and 22 at the Drake Hotel in Chicago. Next to the MLA convention, this is the largest meeting of modern language teachers that occurs during the year. Indications are that the 1939 meeting will be the largest and best meeting in the history of the Association (22 years).

Nationally important educators and outstanding leaders in the fields of modern foreign languages will appear on the general programs and at the section meetings.

A feature of the meeting will be a very complete display of the latest textbooks and other modern teaching equipment, including visual and mechanical aids to instruction in the modern foreign languages.

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ITEMS OF INTEREST

AMERICAN ASSOCIATION OF UNIVERSITY WOMEN TO MEET IN COLUMBIA

THE MISSOURI division of the American Association of University Women will hold its biennial meeting in Columbia, Friday and Saturday, April 28 and 29 at the Hotel Tiger. Dr. Kathryn McHale, national director of the association, will participate throughout the convention, addressing the convention formally at the dinner meeting Friday, April 28, and leading the discussion of branch problems scheduled for Saturday morning, April 29. At the Friday morning session, Dr. Ruth L. Anderson, professor of English and dean of women at Central College, Fayette, second vice president of the Missouri Division and state chairman of the Committee on Education, will lead a panel discussion on "Some Obstacles to Education in Missouri." Mrs. Emory H. Wright of Kansas City, Dr. Mary Alice Parrish of Vandalia, and Miss Ernestine Ernst of Warrensburg will take part in the discussion. Superintendent of Schools Lloyd L. King, Professor William F. Knox of Warrensburg, Dean Theo W. H. Irion of the University of Missouri, and Dr. Kathryn McHale will sit with the panel in the role of consultants.

Miss Thelma Mills who has recently joined the staff of the University of Missouri as director of Women's Activities will be the Friday luncheon speaker. Friday afternoon Mrs. Robert M. Leonard of Marshall, State Chairman of the Committee on International Relations will lead a Round Table Discussion on the subject of *World Trade*. Mrs. W. R. Long of Tarkio, Miss Louise Warren Johnson of St. Joseph, Mrs. T. B. Buckner, Jr., of Kan-

sas City, Mrs. Otto Ruhl of Joplin, Miss Buena Jackson of Marshall and Mrs. Homer Howes of St. Louis will contribute to the discussion.

The speaker for Saturday's luncheon has not yet been announced. She will address the conference on a subject drawn from the problems of women in contemporary Europe. On Saturday afternoon from 3:00-5:00, the Columbia branch will be hostess to the convention at a tea at the home of President and Mrs. Frederick Middlebush. At seven o'clock the final session will be the dinner meeting at which Dean Marjorie Hope Incolson of Smith College is to be the principal speaker.

Dr. Blanche H. Dow of Maryville is president of the Missouri Division.

THREE NEW FILMS AVAILABLE

"The River," "Good Neighbors," "Three Counties Against Syphilis" Ready for 16 mm. and 35 mm. Non-Theatrical Motion Picture Distribution.

THREE new Government-produced sound motion pictures are available for non-theatrical distribution in both 16 mm. and 35 mm. sound editions, the United States Film Service, a division of the National Emergency Council, announced today.

"The River," a three-reel documentary film dramatizing the Mississippi River, the results of soil erosion, deforestation and flood control, will be distributed by the Film Service.

"Good Neighbors," a two-reel subject produced by the United States Maritime Commission, depicts the launching of the "Good Neighbor Fleet" which marked the inauguration of east coast service to South America via the *S. S. Brazil*, the *S. S. Argentina*, and the *S. S.*

Uruguay. The voyage of the *S. S. Brazil* is shown together with scenes in the various ports of call. This subject will be distributed by the United States Film Service.

"Three Counties Against Syphilis," a two-reel film made by the United States Public Health Service, pictorializes a three-county syphilis-control experiment in the southeastern part of the United States. Principal feature of this subject is the use of a trailer medical clinic used in venereal treatment. While not a clinical subject, the film is of primary interest to welfare, legislative, medical, and social service groups. Inquiries for this film should be addressed to the Office of Health Education, United States Public Health Service, Washington, D. C.

While no rental is charged for Government films, borrowers are asked to defray transportation costs to and from the nearest point of shipment.

MEETING FOR HIGH SCHOOL TEACHERS OF SOCIOLOGY

THE MID-WEST Sociological Society announces the forming of a new section for High School Teachers and advanced students of sociology. The first meeting will be held at Des Moines, Iowa, Friday afternoon, April 21. The program will have three parts: (1) a paper on "Trends in Contemporary Sociology," by Clarence Becker of the University of Wisconsin, (2), a panel discussion on "Trends in Teaching Sociology in High School," by experienced high school teachers

led by R. B. Tozzier of the Winona State Teachers College, and (3) a round table on "Trends in Student Research," led by C. W. Hart of the University of Iowa.

High School teachers who attend this section are invited to attend the complete sessions of the Society April 20 (evening), 21 and 22. Sectional meetings on population changes, race problems, group work, rural-urban sociology, social psychology, criminology and the family are available for all who attend.

For final programs including place of meeting in Des Moines write Professor Leslie Day Zeleny, State Teachers College, St. Cloud, Minnesota.

NATIONAL ASSOCIATION OF DEANS OF WOMEN

THIS is an organization consisting of about 1150 women doing the work of dean or adviser under a variety of titles. They are located in every state of the union, and in Alaska, Hawaii, Canada, Brazil and China.

The largest state memberships are in New York, Ohio, Pennsylvania, and Illinois, in the order named.

About one-third are in colleges, and almost as many in high schools. Next are universities and teachers colleges. Smaller numbers are in private secondary schools, junior colleges, and professional or technical institutions.

There are deans' associations in 33 states, besides a number of regional and local organizations.

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FIVE COLLEGE SCHOLARSHIPS TO BE AWARDED BY PEN MAKER

WALTER W. HEAD, president of the Boy Scouts of America, together with Mrs. B. F. Langworthy, past president of the National Congress of Parents and Teachers, and Lloyd D. Herrold, professor of advertising, Northwestern University, serving as individuals, will select winners of five \$1000 College scholarships and 100 additional cash awards of \$25 each in a series of weekly contests to be held by The Parker Pen Company, starting at once.

Waiving aside any requirement which would compel contestants to make a purchase in order to win, Kenneth Parker, president of the firm, today made public the details of the awards totaling \$7500.

One scholarship and 20 cash prizes will be awarded each week for five consecutive weeks. The first week's contest ends Saturday, April 6, and the remaining four contests end on the four succeeding Saturdays, April 15, 22, 29, and May 6.

"We intend to make it utterly simple for any person of any age who can read and write to win one of these scholarships or cash awards. All the contestant has to do is send us a sincere statement about Parker Pens on an entry blank which he can obtain without cost from any Parker retailer."

St. Louis was the first city in the United States to establish a kindergarten as part of their public schools. The plan was adopted in 1870.

SUPERINTENDENTS REELECTED

G. H. Jordan has been reelected superintendent of the La Grange School District. Mr. Jorday's contract is for two years and he is completing his eleventh year as superintendent.

R. T. Scobee has been reelected superintendent of the Jefferson City public schools.

Neal D. Vogelgesang was reelected superintendent at the February meeting of the Gallatin Board of Education. Walter M. Simpson was reelected principal of the Gallatin High School.

C. J. Burger has again been reelected superintendent of the Washington public schools.

Norval P. Schaefer has been reelected as Superintendent of the Advance Public Schools with an increase in salary. Next term will be the seventh consecutive term for Mr. Schaefer in his present position. Considerable improvements have been accomplished during this time. A new auditorium-gymnasium was completed in January, 1938, and the main building was remodeled and redecorated during the Summer of 1938. This included the installation of fireproof stairs and a fireproof vault for the school records.

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FINDING THE RIGHT JOB

A new service of the Office of Education, already employing eight specialists, is the National Occupational Information and Guidance Service. *Occupations, the Vocational Guidance Magazine*, carries a rather full description of it by Commissioner of Education, John W. Studebaker, in its November issue. The editor's comment states: "An important milestone has been reached in the impressive recognition given to Occupational Adjustment problems by the United States Office of Education. In this initial announcement of the new educational service at Washington there is due cause for hope that vocational guidance activities will receive new impetus thruout the nation." A reprint of this article may be obtained from the Office of Education in Washington.

CARUTHERSVILLE CHORUS INVITED TO TEXAS

The Caruthersville Mixed Chorus has been invited to participate in the Southwestern Music Educators Conference and music festival in San Antonio, Texas, April 12 to 15. Miss Marjorie Ashcroft is director of the chorus.

The first rural school graduation was held in Buchanan County in 1897. A. W. Bloomfield now a resident of St. Joseph initiated the program.

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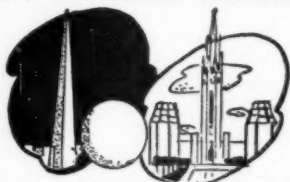
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The fire which destroyed the main University Building in 1892 also destroyed most of the records concerning students who had been doing advanced work. From 1892 until the present time the records of the school are complete.

\$80,000 DORMITORY FOR CULVER- STOCKTON

President W. H. McDonald of Culver-Stockton College announced the board of Trustees had approved an \$80,000 men's dormitory, to be completed for use at the opening of school next September.

Work on the 33 room two story brick building will probably start April 1.

MISSOURI LUNCHEON

The Missouri luncheon sponsored by the Missouri State Teachers Association was attended by one hundred sixty-five Missourians and former Missourians. The luncheon was held during the American Association of School Administrators Meeting in Cleveland. Willard E. Goslin, President of the M. S. T. A. presided.

According to County Superintendent, B. W. Frieberger, twenty-seven rural schools in Callaway County are serving hot lunches to their pupils.

SCHOOL MAN WANTED FOR SUMMER SALES WORK

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IMPORTANT CONVENTIONS

South Western Music Educators Conference, April 12 to 15, San Antonio, Texas.

Missouri Future Farmers Convention, April 26-28, Columbia.

The American Association of University Women will meet in Columbia, April 28 and 29.

The Western Arts Association will meet in convention May 3-6, 1939, in Grand Rapids, Michigan.

School Administrators' Conference, June 15-17, George Peabody College, Nashville, Tennessee.

The National Conference on Visual Education will meet in Chicago with headquarters at 1111 Armitage ave., June 19-22.

National Education Association Convention, July 2-6, 1939, San Francisco, California.

The World Federation of Education Associations will hold its meeting in Rio de Janeiro, South America, August 6-11, 1939.

American Education Week, November 5-11, 1939.

Missouri State Teachers Association, November 15-18, 1939, St. Louis.

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New Books Received

LABORATORY EXPERIMENTS IN ELEMENTARY PHYSICS, To Accompany Black and Davis "Elementary Practical Physics," by Newton Henry Black. Pages 263 plus xiii. Published by The Macmillan Company. Price \$1.24.

This manual, intended to accompany Black and Davis' "Elementary Practical Physics," contains 262 pages with eleven pages of front matter. There are six and a half pages of suggestions to teachers and students, twelve pages of appendices, and 250 pages of experiments. **STEPS TO GOOD ENGLISH FOR HIGH SCHOOLS**, by Marquis E. Shattuck and Thomas Cauley. The Third Book in the Steps to Good English Series. Pages 279 plus vii. Published by the Iriquois Publishing Company.

This book is concerned with the group of high school students that will not go to college as well as the group that will. The units on literature appreciation aim to increase the students enjoyment of both prose and poetry, and to encourage further exploitation of this field. The reading units are remedial in nature. Provision for individual differences is made through the completeness and variety of the cultural and practical material presented. A program for the correction of poor speech habits is included. There is a complete table of contents and a cross-referenced index.

EVERYDAY LIFE, Book II, by Ethel Maltby Gehres. 167 text pages. 116 photographs from life by Ralph M. Bair. Bound in cloth. List price \$0.68. Published by The John C. Winston Company.

Conforming to the more mature interests and curricula of the age level for Book II, the simply written text takes real children to real places. Mary Jane and Faith visit a cotton field and follow the story of cotton through to the making of a doll; Bill goes to a dairy farm and learns the story of milk; Don and Sam

with their mother fly to California where, incidentally, they visit Uncle Jack's orange grove. These real life activities form but a part of the social studies background. The book has many photographs taken directly from life.

KEYS TO GOOD LANGUAGE, by Elizabeth Price Culp. Published by The Economy Company. Oklahoma City, Okla., Price 40c.

This new series of four text-workbooks covering language study from the third through the sixth grades was put on the market last fall. The subject matter is carefully graded as to difficulty, and frequent optional exercises help to take care of the problem of individual differences.

There are nine units of ten lessons each and the first lesson in each unit is a diagnostic test over the principles covered in the unit. Achievement tests for each unit, equal in content and score to the diagnostic tests are bound separately. An answer book for exercises and tests is furnished the teacher.



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California invites you: Golden Gate International Exposition, on San Francisco Bay—1939.

YOU AND YOUR COMMUNITY, by L. J. O'Rourke. Pages 691 plus xxviii and xxii page appendix. Published by D. C. Heath and Company. Price \$1.84.

Each of the thirty chapters begins with a preview, introducing the subject matter to be treated, together with questions for the purpose of helping the pupil sense the importance of what he is about to study. This civics book emphasizes the pupil's own community as a source of information. Each chapter is concluded by a general problem to be worked out by the class as a whole or by committees.

THE MIDDLE AGES, by C. H. McClure, Charles C. Scheck, W. W. Wright, Illustrated by Frederick Seyfarth. Pages 406 plus ix. Published by Laidlaw Brothers. Price \$1.20.

This is the second book of "Our Developing Civilization"—a series of social studies textbooks based on history. It continues the thought developed throughout the series that the best way to learn about the present is to study the past. The authors have taken a subject—The Middle Ages—and written about it with a simplicity and clarity that pupils of the fifth and sixth grades can easily understand. There are 108 three-color illustrations, twenty of which are full page, drawn especially for this text. The maps are of an illustrative nature, all done in colors.

UNSUNG HEROES, by Elma Holloway. Pages 332 plus xii. Published by The Macmillan Company. Price \$1.20.

This is a book of biography. But it is a different sort of biography from that which is ordinarily found on the shelves of libraries. Not only is it based upon the lives of men and women who do not as a rule get their names in school books, but it is a book about people who have achieved great things in spite of handicaps. The book consists of twenty-four biographical stories, each illustrated with a photograph of the "hero." Following each story there are interesting questions to bring out the main points in the story.

ADVENTURES WITH LIVING THINGS, A General Biology, by Elsbeth Kroeber and Walter H. Wolff. Pages 798 plus xiii. Published by D. C. Heath and Company. Price \$1.96.

A biology text for ninth or tenth year students that is organized into three parts. These parts represent increasingly higher levels of subject matter treatment. Part One is a simple descriptive account of the living things of the earth. Part Two gives the student elementary information about reproduction. Part Three presents the great generalizations of biology.

KEYS TO GOOD ENGLISH, by Florette McNeese. Published by The Economy Company. Oklahoma City, Okla., Price 45c.

This companion series to **KEYS TO GOOD LANGUAGE** comprises three text-workbooks for the three grades of the junior high school. The books present a logical arrangement of principles of grammar and usage carefully correlated with lessons in word study and composition. Each of the six units of fifteen les-

sons is preceded by a comprehensive inventory test, and separately bound achievement tests are furnished.

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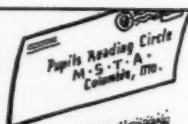
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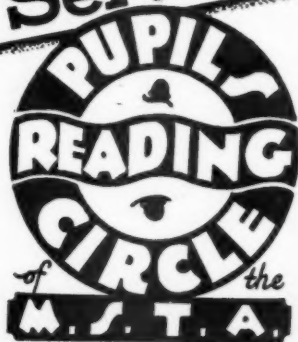
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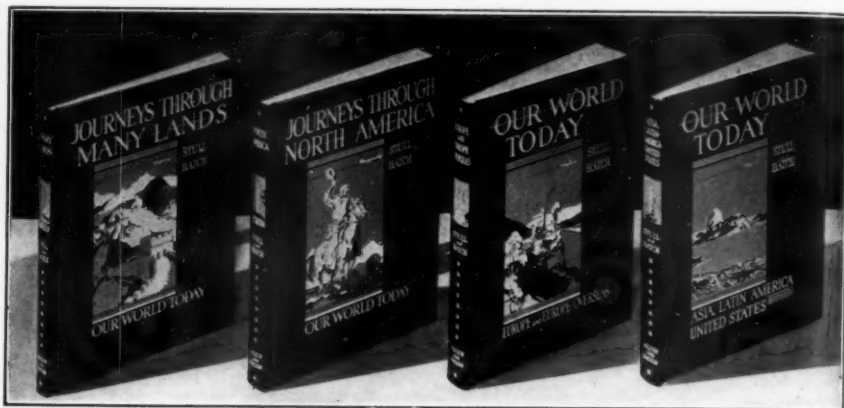
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At the recent meeting of the American Association of School Administrators at Cleveland Professor Roy Winthrop Hatch demonstrated with pupils of a small high school the ideals of democracy in a rural community.

With the memories of Professor Hatch's demonstration class at St. Louis in 1936 fresh in the minds of listeners, he once again proved himself the master-teacher of our day.

Perhaps the outstanding characteristic of the Cleveland demonstration was the simplicity of the teacher's speech and the clarity of his presentation. As Mr. Hatch left the stage with his pupils, the next speaker, Jan Masaryk, paid him a tribute

with the remark, "There goes my speech. What more can I say?"

It was a happy circumstance which gave Jan Masaryk, one of the leading apostles of world understanding and good will, the opportunity for such a vivid illustration of his message. No finer example could have been afforded Mr. Masaryk than Mr. Hatch's demonstration of the training for true democracy which makes for real brotherhood everywhere.

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